

Building Bridges for Success

Objectives

- Understand effectiveness of music therapy
- Execute music therapy interventions
- Analyze song lyrics
- Create music activity
- Remember music therapy resources

Building Bridges for Success

Overview

- What is Music Therapy?
- What is the difference between Music Therapy and Music Education?
- What is current Music Therapy research?

Building Bridges for Success

Music Interventions

- 7 Days in a Week
- Pattern Time
- "The Listening Walk"
- How Much is a Penny Worth?
- Fractions
- "I Went Walking"
- 7 Continents
- Poems
- Recycling

62nd CONFERENCE ON EXCEPTIONAL CHILDREN

Building Bridges for Success

ORLANDO FOUR SEASONS | ROBERT CONVENTION CENTER | GREENSBORO, NC

The Music In Me: Using Music Therapy Interventions with Exceptional Children

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62nd Conference on Exceptional Children
November 16, 2012

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Just 4 Fun!

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Resources

- <http://www.musictherapy.org>
This site provides information about music therapy.
- <http://www.morewithmusic.org>
This site is for parents, teachers, and music therapists who are searching for unique and ideas to help teach children of all ages.
- <http://www.sosofmusic.com>
This site is for teachers who want to use music to teach content across the curriculum to students of all ages.

Building Bridges for Success

Analyze and Create Song Lyrics

<p>1. Analyze</p> <p>What is the main message of the song?</p> <p>What is the mood of the song?</p> <p>What is the tempo of the song?</p> <p>What is the key of the song?</p>	<p>2. Create</p> <p>Write a new verse for the song.</p> <p>Write a new chorus for the song.</p> <p>Write a new bridge for the song.</p> <p>Write a new ending for the song.</p>
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PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction :: Exceptional Children Division

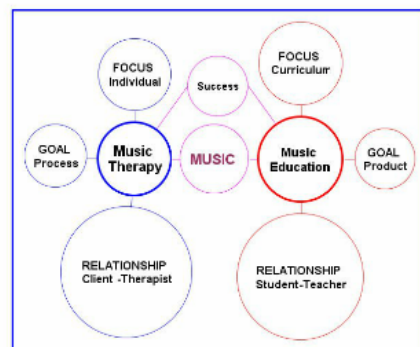
NOVEMBER 14-16, 2012



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Comparing
Music Therapy and
Music Education



Research Bibliography

Gonzalez, T. and Hayes, B. Grant. (2009). [Rap music in school counseling based on Don Elligan's rap therapy](#). *Journal of Creativity in Mental Health*. 4(2), 262-172.

Salmon, A. (2010). [Using music to promote children's thinking and enhance their literacy development](#). *Early Child Development and Care*. 180(7), 937-945.

Soltani, A., Roslan, S., Abdullah, M.C., Chang Cheong, J. (2011). [Effects of manipulating optimal challenge in a music intervention program on situational intrinsic motivation among people with intellectual disability](#). *Europe's Journal of Psychology*. 7 (3), 487-501.

Wigram, T. and Gold, C. (2006). [Music therapy in the assessment and treatment of autistic spectrum disorder: clinical application and research evidence](#). *Child: Care, Health & Development*. 32(5), 535-542.



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K-2

7 Days in a Week

Goals: Improve eye and hand coordination.
Improve ability to count.
Reinforce academic skills.

Objectives: Students will use fingers to count the 7 days of the week.
Students will learn the days of the week.
Students will say the days of the week.
Students will improve word recognition of the 7 days of the week.

Step 1: Count 1-7 using fingers.

Step 2: Display days-of-week cards in order.

Step 3: Students repeat each day of the week as the word is sung. (Teacher may point to appropriate card and use call and response.)

Step 4: Recount 1-7 using fingers.

Step 5: Assist students in selecting the particular day of the week.

Modifications: Provide voice output devices for students who are nonverbal. Provide step-by-step technique for counting numbers 1-7 and saying each day of the week. Provide BigMac for students who are nonverbal to sing the beginning of the song. Selected students may start the song.

K-2

Pattern Time

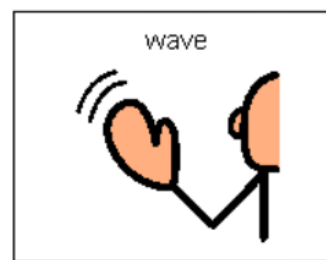
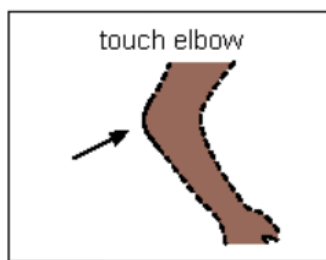
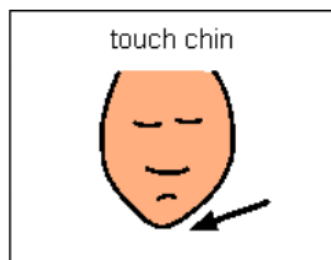
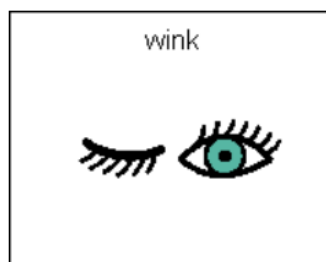
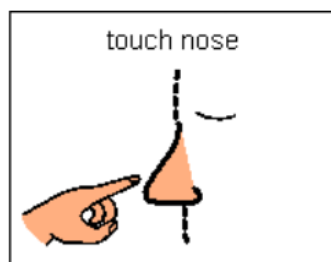
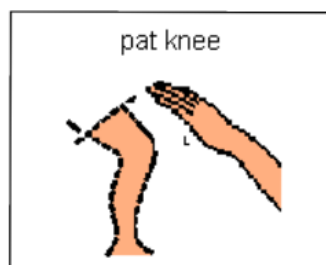
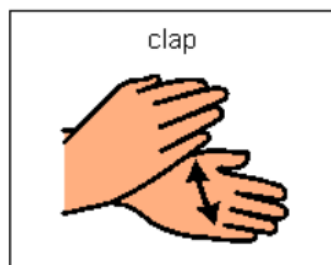
Goals: Improve body awareness (body part identification).
Improve ability to follow directions.
Improve ability to imitate.
Reinforce academic skills (identify simple patterns of movement).
Improve receptive language.

Objectives: Students will follow 1, 2 and 3 step directions.
Students will identify body parts.
Students will imitate patterns of movement.

Step 1: Identify body parts used in movement pattern.
Step 2: Model pattern.
Step 3: Teacher models pattern while leading students with chant.
Step 4: Model each new movement pattern.
Step 5: Select students to design and model movement patterns to peers.

Modifications: Provide hand over hand assistance for children with physical limitations.
Use picture cards to reinforce students who are visual learners.
Encourage participation from children who are non-verbal to use picture cards by picking a pattern.

Pattern Time Picture Cards



The Listening Walk

Goals: Reinforce academic skills (pre-literacy skills, book awareness).
Improve auditory and visual perception.
Increase attention span.
Increase interaction.

Objectives: Students will listen to the story.
Students will provide the appropriate sound on cue for objects identified in the story.
Students will associate appropriate instrumental sounds with objects identified in the story.

Step 1: Prepare students for the story by instructing students to sit as quietly as possible and listen to the sounds in the room.

Step 2: Take turns saying sounds heard in the classroom.

Step 3: Read story and instruct students to make the appropriate sound of objects as indicated in the story.

Step 4: Review objects and sounds associated with the story.

Extension: Sing song "Make a Funny Sound".

Extension: Take students on an actual listening walk around the school or outside.

Modifications: Show individual pictures of select objects from the story. Record sounds on a voice output device and allow students to press the switch (BigMac) when taking turns saying the sounds. This modification will help students who are non-verbal or students who may have fine motor difficulties with playing instruments.

How much is a penny worth?

Goals: Reinforce academic skills (identifying coin money).

Improve auditory and visual perception.

Increase attention span.

Objectives: Students will identify each coin.

Students will identify the printed value of each coin.

Students will identify each coin from a field of 2 choices.

Step 1: Display or pass out coin picture cards or real coin money (penny, nickel, dime, quarter).

Step 2: Display or pass out coin value picture cards.

Step 3: As song is playing, show or point to each coin or corresponding coin value.

Step 4: Ask students to hold up coins as they are sung in the song. (Who has a penny?)

Step 5: Ask students to match coins to their corresponding coin value.

Modifications: For students where real coin money is a choking hazard, use printed and laminated coin picture cards.

For students who are nonverbal, have coin picture cards and voice output devices ready so they can say the name of each coin (4 BigMacs, GoTalk4, etc). An additional BigMac would be nice so students could participate in responding, "I do" when teacher asks, "Who has the ...?"



penny



nickel



dime



quarter

3-5

Fractions

Goals: Reinforce academic skills (understanding fractions & part to whole relationship).
Improve receptive language (labeling or identifying fraction).

Objectives: Students will understand part to whole relationship.
Students will understand fractions are a part of a whole.
Students will participate and follow actions for song.
Students will label fractions 1 or 2.
Students will interact with visual to understand fractions.

Step 1: Pass out paper plates.
Step 2: Instruct students to fold plate in half. Open plate. Cut plate on the line.
Step 3: Using one of the plates, demonstrate the whole and the two parts.
Step 4: Sing or play song while using visual aid to demonstrate “part” and “whole”.
Step 5: Sing or play song. Instruct students to sing and use their visual aids during the song.

Modifications: Provide hand over hand assistance for students who need help with folding and cutting.
Provide a BigMac for students who are nonverbal to sing along chorus. You can also implement pictures of students and a variety shapes for students to explore part to whole relationships (cut shapes in half, cut pictures of students in half).

I Went Walking

Goals: Reinforce academic skills (pre-literacy skills, book awareness, identify animals).

Improve auditory and visual perception.

Increase attention span.

Increase interaction.

Improve group behaviors (turn-taking).

Objectives: Students will follow directions.

Students will pat knees to beat.

Students will learn chant.

Students will identify or label animals in story.

Students will participate in call and response ("I went walking." "What did you see?").

Step 1: Model patting knees to beat. Students pat while teacher reads book.

Step 2: Review story and identify animals.

Step 3: Divide group in half. Model call and response.

Step 4: Assign call and response parts.

Step 5: Reread book. Incorporate student patting and call and response parts while teacher labels animals mentioned in story.

Modifications: Provide BigMac for students who are nonverbal so they can participate in call and response activity. Incorporate animal pictures to correspond with animals mentioned in the story. Discuss different habitats of animals mentioned in the story.

The 7 Continents

Goals: Reinforce academic skills (ability to count, word recognition, continent shape recognition).
Improve eye and hand coordination (using fingers to count).
Improve receptive language (extending vocabulary with gestures or signs to represent).

Objectives: Students will use fingers to rote count 1-7 (continents).
Students will participate and follow actions for song (large, oceans).
Students will learn names of the 7 continents.
Students will increase word recognition of the 7 continents.
Students will observe the shape of each of the 7 continents .

Step 1: Count 1-7 using fingers.

Step 2: Count with fingers while song is playing. Step 3: Model actions to students for continents (large) and oceans (water).

Step 4: Point to visual aid of each continent as continents are sung. Or ask students to hold up continents as the name of each continent is sung.

Step 5: Allow students to explore visual aid, by placing continents in correct spaces and matching continent names to their shapes.

Modifications: Provide BigMac for students who are nonverbal so they can participate in singing song. Incorporate picture cards of each continent for eye gaze while pointing to continents.

Poems

Goals: Reinforce academic skills (understand the construction of a poem, parts of a poem, and different types of poems).

Improve receptive language (extending vocabulary with gestures or signs to represent).

Objectives: Students will have exposure to different types of poems.

Students will participate and follow actions for song (words, long, short, story, feeling, lines).

Students will identify short vs. long poems.

Students will identify feelings in poems.

Step 1: Listen to song with students. Clap or pat to the beat.

Step 2: Model actions to students for key vocabulary.

Step 3: Show students visual aid (2 different poems: one short, one long)

Step 4: Show students visual aid (feelings pictures).

Step 5: Read short poem to students. Ask students to identify feelings in poem.

Modifications: Provide feelings picture cards. Provide voice output device (GoTalk4 or GoTalk9) for students who are nonverbal to label feelings. Provide voice output device (GoTalk2) for yes or no response. (students can answer question, "Does this poem make you feel happy?",etc.)

Feelings examples from Boardmaker

happy



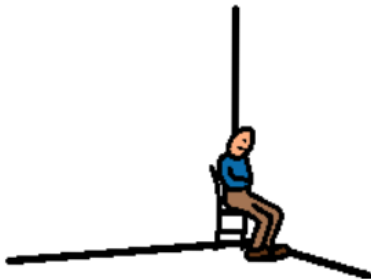
sad



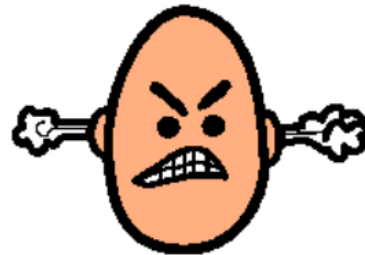
scared



lonely



mad



sleepy



9-12

Recycling

Goals: Reinforce academic skills (understand concept of recycling, identify recycling symbol).
Improve auditory and visual perception.
Improve receptive language (labeling or identifying items to recycle).

Objectives: Students will identify recycling symbol.
Students will identify recycling categories.
Students will sort materials for recycling.

Step 1: Display recycling symbol. Say the word "Recycle". Define Recycle (use again).
Step 2: Distribute recycle category cards. Discuss examples on cards.
Step 3: Play song. Ask students to hold up recycle cards for corresponding categories in songs.
Step 4: Instruct students to label the material of real objects that teacher brings to class.
Step 5: Instruct students to sort real items into correct recycling categories.

Modifications: Provide BigMac for students who are nonverbal to sing along with chorus of the song ("Paper, plastic, glass bottles and cans. These are all materials that we can recycle and use again.").



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Analyze and Create Song Lyrics



Mountains

Tune: Ode to Joy

Mountains tall and mountains grand,
They are the highest kinds of land.

Strong and sturdy, big and rocky,
They stand tall from high above.

You can climb them,
You can ski on them,
You can even sculpt them too.

Mountains tall and mountains grand,
They are the highest kinds of land.



"Tick Tock" by Kesha

Chorus:

Don't stop, make it pop
DJ, blow my speakers up

Tonight, I'mma fight
'Til we see the sunlight.

Tick tock, on the clock,
But the party don't stop, no
Woah-oh oh oh
Woah-oh oh oh

"Add Means More"

lyrics adapted by Amanda Ellis, MT-BC

Tune: "Tick Tock" by Kesha

Don't stop!
Add another number
When you're doing addition.
Don't stop!
Add another number.
Add means more.
(Repeat Verse)

So, don't stop! Add means more.
So, don't stop! Add means more.

Don't stop!
Add another number
When you're doing addition.
Don't stop!
Add another number.
Add means more.
(Repeat Verse)

"I Gotta' Feeling" by the Black Eyed Peas

I gotta' feeling that tonight's gonna be a good night,
That tonight's gonna be a good night,
That tonight's gonna be a good, good night.

I gotta' feeling that tonight's gonna be a good night,
That tonight's gonna be a good night,
That tonight's gonna be a good, good night.

A feeling, wahoo,
that tonight's gonna be a good night,
That tonight's gonna be a good night,
That tonight's gonna be a good, good night.

A feeling, wahoo,
that tonight's gonna be a good night,
That tonight's gonna be a good night,
That tonight's gonna be a good, good night.

Tonight's the night, let's live it up!
Get my money, let's spend it up!
Go out and smash it, like oh my God
Jump off that sofa, let's get it off

"I Gotta' Feeling" by the Black Eyed Peas (Piggyback Song Example)

I gotta' feeling that today's gonna be a good day,
That today's gonna be a good day,
That today's gonna be a good, good day.

I gotta' feeling that today's gonna be a good day,
That today's gonna be a good day,
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A feeling, wahoo, that today's gonna be a good day,
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A feeling, wahoo, that today's gonna be a good day,
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That today's gonna be a good, good day.

Today we'll listen, stay in our seats.
Keep our hands to ourselves, say Thanks and Please.
We'll do our best, and work hard
We'll learn a lot and in life we'll go far!



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Tune: Ode to Joy

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We'll learn a lot and in life we'll go far!



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